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THE REALIZABILITY OF VOCATIONAL PLANS
OF GRADE TWELVE STUDENTS IN ALBERTA

BY



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A THESIS

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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies for accept-
ance, a thesis entitled The Realizability of Vocational
Plans of Grade Twelve Students in Alberta, submitted by
Norma Bertha Kreutz in partial fulfillment of the require-
ments for the degree of Master of Education.

ABSTRACT

The purpose of this thesis was to determine some of the factors related to the realizability of vocational plans for Grade 12 students in Alberta.

In the spring of 1965, the "Vocational Plans of Alberta Youth" questionnaire was administered to Grade 12 students in all high schools throughout the province. In June, 1966, follow-up questionnaires were mailed to representative school groups. The recipients were asked whether they had followed their first choice of plans as indicated in the original questionnaire.

By means of contingency tables, the realizability of vocational plans was related to eight variables. Coefficients of contingency were also calculated. The analysis showed weak but significant relationships between realizability of vocational plans and seven of the variables. The girls realized their plans more often than did the boys. Students in hamlets or villages of under 500 population realized their plans less often than did students from other areas of residence. Realizability of plans also varied directly with the educational levels of the fathers, the educational levels of the mothers, the degree of certainty felt by the students about their vocational plans, and the amount of information they felt they had about their plans. Students in the Business Education program realized their plans more often than did those in other programs. They were followed by those in the Vocational-Technical programs, Matriculation program, and the General program.

The data pertaining to those students who were apparently delaying their plans (usually by returning to school) were then removed, and a second set of chi square tests was applied. Coefficients of contingency were again calculated. In this second analysis, the realizability of vocational plans related weakly but significantly to all of the above variables as well as to the occupations of the fathers of the students. The order of the high school programs as related to the realizability of vocational plans

was changed; the Business Education students were again the most successful, but the Matriculation students were in second place, and were followed by the Vocational-Technical students, and those in the General program.

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CHAPTER I

INTRODUCTION

The high school student approaching graduation is faced with some of the most important decisions of his life: "What shall I do next year? Shall I take a job? If so, what kind of job can I get, and what kind would I really like? Or shall I go on with further education first? Can I afford it? Have I the ability for university work? Would I be more interested in a technical course or in learning a trade?" The decisions he makes may be temporary and reversible; on the other hand, they may be important factors in determining how he will spend a major portion of his waking hours for the next forty-five years or more. And lest we think that the sheer length of time at work, preparing for work, getting to and from work, and in other work-related activities applies only to males, we might consider Wolfbein's statement (1964, p. 159), which, though it was made in an American setting, has considerable relevance in Canada as well: "At current rates, the average girl now in the American high school will spend twenty-five years of her remaining life as a worker, and this despite the fact that the great majority of girls will marry and bear children." Both boys and girls can expect the world of work to play a central role in their lives.

Not only will the graduate's choice of an occupation determine the focus of his future activities, but this is also "one of the points in life when a young person is called upon to state rather explicitly his concept of himself, to say definitely 'I am this or that kind of person'" (Super, 1957, p. 191). He is selecting the role he himself wants to play, and in addition the label that others will use to identify him. Wrenn (1964, p. 24) states that a man's occupation is often the most important source of his self-identity. He illustrates with the following examples: "In some countries, and at different periods in history, this identification was achieved by asking 'Where is he from?' (what part of the country) or 'Who is he?'

(meaning family)." On this continent, however, "Who is he?" most often means 'What does he do -- what is his job?' This identifies a person more clearly than any other characteristic."

This important vocational choice faced by the Grade 12 graduate can be a very difficult one. First of all, there is a bewildering array of possibilities. For example, the 1965 revision of the Dictionary of Occupational Titles published by the United States Employment Service lists thirty-six thousand job titles. To complicate matters still more, technological advances each year create new jobs requiring higher levels of education and skill. The occupational structure is changing rapidly, the most obvious shift being the demand for professional and technical workers. The changes in kinds and levels of available occupations will require a large number of our young people to move into occupations with which they and their families are unfamiliar, and about which there is often a seriously inadequate supply of information.

Not only does a high school student face difficulties in defining appropriate plans, but additional barriers must be overcome before these plans can be put into operation. Previous studies in other geographical areas (Berdie, 1954; Schmidt & Rothney, 1955; Fleming, 1957; Siemens & Jackson, 1965; Berdie & Hood, 1965) indicate that a sizable proportion -- probably between one-third and one-half -- of high school graduates do not realize their vocational plans, even when they are expressed in such general terms as "get a job" or "go to university". Some of the changes in vocational plans may result in more realistic choices or in other improvements on the original preferences; others, however, may be detrimental to the individuals concerned and to society as a whole.

To what extent do Alberta Grade 12 students realize their vocational plans? What are the obstacles that prevent them from carrying out their plans? To what extent do the discrepancies between planned and realized vocations contribute to the squandering of our precious human resources? We do not know. Not only has very little research been done on this problem, but we also do not know if we can

safely generalize from one decade to another, or from findings in the United States or other parts of Canada to conditions in Alberta. Whether we are interested primarily in the self-realization of the individual or in the welfare of society as a whole, clearly we need to know more about this problem.

Such knowledge would make it possible to identify those students who are likely to flounder, and to give them special help in understanding themselves and the world of work so that they might plan their vocations more meaningfully. It would also facilitate more reliable predictions about the number of students who will enroll in post-high-school educational institutions. In addition, it should also be possible to make specific recommendations which might assist students in their planning and lead to a greater utilization of our human resources. It is the aim of this study to contribute to the understanding of the factors which determine the realizability of vocational choice.

CHAPTER II

SURVEY OF THE LITERATURE

The purpose of this chapter is to review the literature that relates specifically to the realizability of vocational plans. First of all, several studies concerning the realizability of plans of Grade 12 graduates for both work and post-high-school training will be considered. Then several studies dealing with stability of plans among university bound students will be summarized. Finally, four studies of some of the factors influencing the realizability of vocational choice will be reviewed.

At first sight, some of the findings of the various studies do not appear to be consistent with each other. Ledvina (1954), for example, in a 1952 follow-up of 136 graduates of three separate classes in a small high school in central Wisconsin found that only 40, or 29.5%, of the former students said that the occupations in which they were engaged were ones they had chosen while still in school. By contrast, Porter (1954), in a follow-up study of 100 white boys six months after graduation from high school, found that 79 boys were following the plans they had proposed two weeks before graduation, or ones on a comparable prestige level, 10 were engaged in occupations at a lower prestige level, and 3 at a higher prestige level than expected. When the differences in the classifications of occupations are considered, however, the results are not incompatible.

In a more detailed study, Schmidt and Rothney (1955) used data drawn from the Wisconsin Counseling Study, beginning in the 1948-49 school year, to study the variability of vocational choices of high school students. In this study 347 students, chosen by random methods in their sophomore year, received fairly intensive counseling. In a follow-up six months after graduation, 53.6% were found to be following the occupational choice expressed in their senior year. Of the students who had been consistent in their vocational choice in their

last three years of high school, 66.9% entered the occupation of choice. The corresponding figure for those who had been consistent in their junior and senior years was 41.7%, and for those who had made a new choice in their senior year it was 49.4%.

Several studies have been made of the stability of vocational preferences of matriculants who enter university. Sisson (1938) in a study of graduates of classes of 1929, 1930, 1931, and 1932 of Wesleyan University found that only slightly over one-third of the Wesleyan men actually entered careers for which they had indicated preferences as matriculants. About 13 per cent entered related occupations, and over 41 per cent entered different occupations. (Approximately 12 per cent had expressed no choice as matriculants.)

Forrest (1961) studied the vocational plans of 507 of the 555 Merit Scholars selected in the 1956 National Merit Program from among the top one or two per cent of American high school graduates. He found that about one-half changed vocational choice between their senior year in high school and the end of their junior year in college. Female Scholars demonstrated a slightly higher rate of change than did male Scholars.

Nisbet and Grant (1965) conducted a longitudinal study of vocational intentions and decisions among students at the University of Aberdeen. A total of 137 students entering the Faculty of Arts in October, 1953, were questioned about their vocational intentions six times during their undergraduate courses. After graduation, information on the career entered was obtained on two occasions, first six months after graduation, and again in 1965, some eight or nine years later. They found that "approximately one-third made final decisions on a career before entry to a university, one-third during the course, and one-third after graduation. Of the few who later changed their occupational decisions, two-thirds had previously been very uncertain of their vocational intentions, but the large majority of those who had been uncertain settled to the career they entered....Whether a decision is made early or late depends on the job as well as the person. Teaching and law are examples where familiarity and specific

forms of training encourage early decision; research and management are opposite examples" (Nisbet & Grant, 1965, p.219).

Several studies have attempted to identify some factors which influence the realizability of vocational plans. One of these has been reported by Berdie (1954). Between January 15 and February 15, 1950, completed questionnaires entitled "After High School--What?" were obtained from approximately 93 per cent of all high school seniors in Minnesota. In the follow-up study a year after graduation, 77 per cent of the questionnaires mailed to a sample of 2735 persons were completed and returned. The findings concerning the realizability of these students' vocational plans included the following:

1. The respective realizabilities for boys and girls from metropolitan areas was 68 and 68 per cent, for non-metropolitan boys and girls, 65 and 55 percent. The non-metropolitan girls followed their original plans significantly less often than did those in the other three groups.
2. When only plans to attend college were considered, the results were similar; significantly fewer of the non-metropolitan girls planning on college actually arrived there.
3. The proportion of non-metropolitan boys who had not planned to go to college but actually did attend was greater than the proportion of other students who had not planned to go to college but did attend. Those boys who were in college as a result of changed plans tended to come from farm homes.
4. For all groups, the higher the level of the father's occupation, the greater the probability that college plans would be realized, but this was a far from perfect relationship.
5. For all boys, there was a direct relationship between realizability of post-high-school plans and the level of the fathers' occupations, with sons of farmers having the least stable plans.
6. Non-metropolitan boys taking the general course in high school had less stable post-high-school plans than did boys taking technical or college preparatory courses.

7. Of those planning on working, significantly more girls followed their plans than did boys. Non-metropolitan boys in particular had difficulty in realizing plans to get a job.

In a second study based on data gathered from all Minnesota high school seniors in 1961, Berdie and Hood (1965, p. 66) reported that the overall realizability of plans had not changed greatly -- 67 per cent in 1961 versus 64 per cent in 1960. A significant change had taken place, however, in that realizability of college plans was no longer related to family economic status. Other findings of the study included the following:

1. The overall extent to which both sexes fulfilled their plans was not significantly different, but a smaller proportion of girls actually entered college than had planned.
2. Significantly fewer of the farm students (59 per cent) fulfilled their plans than did metropolitan students (68 per cent) and the non-farm students (71 per cent).
3. For the metropolitan students, fulfillment of college plans was found to be significantly related to parental education. Among the students from non-metropolitan areas, differences were in the same direction, but were statistically significant only in the case of mothers' education.

Some of the findings of the Atkinson Study of Utilization of Student Resources are related to the realizability of vocational plans. In February and March, 1956, a questionnaire was administered to 9,573 Ontario Grade 13 students--very nearly the entire group of students taking enough Grade 13 subjects to enable them to secure an Ontario Secondary School Honours Graduation Diploma if they passed all their Departmental examinations. Of these students, 4,886 or slightly over half planned to go to university. These included two-thirds of the boys and nearly one-third of the girls. If the ones who were uncertain (17 per cent) were included, over two-thirds of the whole group, including about five-sixths of the boys and nearly half the girls, or a total of 6,446, were at least considering the possibility of going to university.

When the student records at the Ontario universities were examined the following year (Fleming, 1957b), it was found that only 65 per cent of those who had definitely planned to go and 24 per cent of those who were uncertain actually went to college. Either the girls were more realistic, or else they tended to achieve their goals sooner, since 72 per cent of those who had planned to go to university actually went, as compared with 62 per cent of the boys. Of the group who definitely did not expect to go, 3 per cent went after all. This group contained more boys, although there were more than twice as many girls originally not expecting to attend.

Fleming found from university records that there was a slight positive relationship between university success and parents' educational level. He also found that students coming from population centres under 1,000 had the lowest percentage of passes (74%) and an unusually high percentage of withdrawals (12%), "a possible indication of difficulty in adaptation to university life" (Fleming, 1959a, p.6).

Follow-up questionnaires were mailed in December, 1959, and January, 1960, to those students who delayed one or more years before attending university, and to those who had not planned to attend but did attend (Pipher, 1962). The following findings are relevant to this study:

1. Almost 40 per cent of the students who were planning to attend university the following year, but who failed to do so, did attend after a delay of one or more years. The corresponding proportion of students uncertain about attending but entering after a delay was only 14 per cent.
2. The proportion of boys who entered university after a delay of one or more years following their Grade 13 year was greater than that of girls.
3. University plans and attendance of students were influenced to some extent by the geographical location of the secondary school. Proximity to the university perhaps had some effect.
4. Failure to meet university entrance requirements caused the greatest number of delays in university entrance. Financial limitations also delayed a large proportion of the students.

Questionnaires were also sent in December, 1959, and January, 1960, to those students who had planned to attend university, or were uncertain about attending, but did not attend. The following conclusions (Pipher, 1962, pp. 15-16) are relevant to this study:

1. The appeal of another field of further education was the main reason given by students who had planned to attend university or were uncertain about attending but did not attend. The girls gave this reason more frequently than did the boys.
2. Financial difficulties were given as the reason why the next greatest proportion of students with uncertain plans did not attend, while failure to meet admission requirements occupied a similar position with students who had definitely planned to enter university.
3. More than half of the students who returned questionnaires stated that they would have attended university if financial assistance had been available.

Related research geographically nearest to Alberta appears to be the study of the fulfillment of post-high-school educational plans carried out by Siemens and Jackson (1965) in Manitoba. In the spring of 1964, 640 Grade 12 students in three areas of the province completed questionnaires dealing with, among other items, the level of their educational aspirations and plans. In the spring of 1965, Siemens and Jackson revisited each of the 28 schools in the three sample areas and inquired of the principal, or of a teacher, the current activities of the 541 Grade 12 students who had planned on some post-high-school education. A three-level hierarchy of post-high-school courses was conceived: the highest level was university, the intermediate level was teachers' training or nursing, which was followed by various technical-vocational courses. "Those students who did what they had planned on doing or, alternatively, moved up in the hierarchy were considered to have fulfilled their plans. On the other hand, if they did not take any post high school course, or if they

took one at a 'lower' level than that on which they had planned, they were considered to have not fulfilled their plans" (Siemens & Jackson, 1965, p. 9).

The relations between plan fulfillment and several variables were tested. The results included the following:

1. Fifty-six per cent of the girls and 41 per cent of the boys realized their plans for post-high-school training. More boys than girls were repeating Grade 12, however, and possibly a higher proportion of boys would fulfill their plans at a later date.
2. Although only a small proportion of students from low socio-economic levels planned to go beyond high school in their education, those who did have such plans were almost as likely to fulfill them as students from high socio-economic backgrounds. Percentage differences were found, e.g. 41.1 per cent for realizability of plans for university training for students from low socio-economic levels, and 58.1 per cent for those from high socio-economic levels, but the differences were not significant. Siemens and Jackson suggest that if a student from a low socio-economic background does not fulfill his plan it is probably because of economic conditions, and that if a student from a high socio-economic background does not fulfill his plan it may be because he is planning beyond his capabilities.
3. The relation between size of community and fulfillment of post-high-school educational plans was found to be significant. The highest rate of fulfillment was found among those students who lived in suburban Winnipeg. This group was followed by the farm students of whom some 45 per cent fulfilled their plans. The lowest rate of fulfillment was found among students from villages under 500. When those who planned on university were considered separately, however, there was no significant relation between plan fulfillment and size of community.

4. Significant variations were found when plan fulfillment as related to the three sample regions in the provinces were examined. The tentative explanation was that differences were caused not only by economic reasons but also by the differential value ascribed to education in the three areas.

The above sampling of research makes it clear that a large proportion of post-high-school plans are not realized. This situation poses serious problems for many individual students as well as for the society in which they live. But can we safely apply the findings of these studies to Alberta? A comparison of the results of the various studies points out the danger of applying findings from one decade to another, and in generalizing from one geographical area to another. For example, Berdie's earlier findings (1954) concerning the influence of socio-economic status on plans for college attendance are not compatible with his findings in a later study (Berdie and Hood, 1965) or with those of Siemens and Jackson in Manitoba. Similarly, Berdie and Hood found that 84 per cent of the students in Minnesota who planned on going to college actually entered college; Siemens and Jackson, in contrast, in a study published in the same year (1965), found that only 53 per cent of the students in their Manitoba sample actually fulfilled plans to attend university (p. 15). Fleming (1957b) reported a figure of 65 per cent for Ontario grade 13 students. To understand the situation in Alberta, we must obviously use data from Alberta.

The limitations of some of the studies also point to the need for further research. For example, the Atkinson Study of Utilization of Student Resources is limited to Ontario Grade 13 students. Since only those students who plan to go to university or who require advanced academic training usually take Grade 13, this group is drawn, generally speaking, from a relatively favoured stratum of society (Fleming, 1957a, p.20). The work of Siemens and Jackson is limited to the fulfillment of post-high-school educational plans, and does not include other vocational plans.

Clearly there is a need for an Alberta study of the realizability of plans for both work and future education of a representative cross section of all Grade 12 students.

CHAPTER III

HYPOTHESES

The review of the literature indicates that among the factors influencing the realizability of vocational choice are the following: sex of the student, the community in which he lives, and the socio-economic and cultural level of his family. In the Atkinson Study (Fleming, 1957b) the degree of certainty about educational plans was shown to be significant, and it would appear to be worthwhile to investigate this factor in relation to vocational planning in general. Berdie's study (1954) suggested the existence of a relationship between the type of high school program and the realizability of vocational plans. Another factor which would seem to be logically related to realism and realizability in planning, is the amount of information the student has about his vocational choice. Hoppock (1963, p. 5) shows the relationship clearly in the following statement:

It is obvious that knowledge of occupations can be effectively applied only when one knows something about oneself. It is equally obvious that knowledge of oneself can be effectively applied to the choice of an occupation only when one knows something about occupations. Either without the other is incomplete.

On the basis of the generalizations stated above, the following hypotheses were tested in this study:

1. The proportion of male students who realize their vocational plans differs from the proportion of female students who realize their vocational plans.
2. The realizability of vocational plans of Grade 12 students is related to the size of the communities in which the students live.
3. The realizability of vocational plans of Grade 12 students is related to the occupational levels of the fathers of the students.

4. The realizability of vocational plans of Grade 12 students is related to the educational levels of the fathers of the students.
5. The realizability of vocational plans of Grade 12 students is related to the educational levels of the mothers of the students.
6. The realizability of vocational plans of Grade 12 students is related to the high school programs the students are taking.
7. The realizability of vocational plans of Grade 12 students is related to the degree of certainty the students feel about their plans.
8. The realizability of vocational plans of Grade 12 students varies directly with the amount of information the students feel they have about the occupations or post-high-school educational programs of their first choice.

CHAPTER IV

METHOD AND PROCEDURES

A. Data Collection

The research is based on data gathered for the Alberta Department of Education by Dr. D. C. Fair, Department of Educational Psychology, University of Alberta. In April, May, and June, 1965, the "Vocational Plans of Alberta Youth" questionnaire was administered to Grades 11 and 12 students in all high schools throughout the province. The questionnaire investigated, among other things, the range of plans of students, and provided information for exploring relationships of these plans to selected home, school, and other factors. (A copy of the questionnaire is included in Appendix A.) Returns were received for 91% of the students in the two grades. Of these, 17,846 were in Grade 12; 9,283 were males and 8,563 were females.

In June, 1966, follow-up questionnaires were mailed to a sample of 4,708 of the 1965 Grade 12 students. The recipients were asked whether they had followed their first choice of plans as indicated in the original questionnaire, and the reason for any failure to follow these plans. A copy of the questionnaire is included in Appendix B.

For this follow-up, whole school groups were selected randomly throughout the province within the place-of-residence sub-groups as classified in Question 64 of the "Vocational Plans of Alberta Youth" questionnaire (Appendix A). An attempt was made to obtain a representative sample of the schools as well as of communities of various sizes. (A list of the schools selected is included in Appendix C.) Completed questionnaires were returned by 3,735 young people, or 78.9 per cent of the sample.

The following questionnaires were removed from the sample: those returned by young people who had been undecided about their post-high-school plans, those from the few respondents who had plans that would

be impossible to realize within one year of high school graduation, e.g. airlines stewardess training, and those from respondents who indicated that they had originally planned to return to high school. It was not always possible to ascertain whether a pupil who returned to school had originally planned to do so, and a few of these may have remained in the sample, but their numbers would not be large. Their effect, if they were present, would slightly increase the percentage of pupils who had not realized their post-high-school plans. A slight increase in the percentage of overall negative responses would not affect the relationships examined in this study.

B. Definition of Terms

Vocational Plan. Vocational plan is defined as the first choice of post-high-school plan as indicated in question 6 of the 1965 "Vocational Plans of Alberta Youth" questionnaire (Appendix A).

Realizability of Vocational Plan. A vocational plan is considered to be realized if the respondent indicated in the 1966 follow-up questionnaire (Appendix B) that his major activity or activities during 1965-66 were consistent with his first choice of post-high-school plan as indicated in question 6 of the 1965 "Vocational Plans of Alberta Youth" questionnaire. A vocational plan is considered not to be realized if the respondent indicated that his major activity or activities during 1965-66 were not consistent with his first choice of post-high-school plan.

Entry into a junior college and entry into a university are considered to be equivalent; otherwise, if a respondent changed from one category to another in question 6 of the "Vocational Plans of Alberta Youth" questionnaire (Appendix A), e.g. from a hospital nursing school (J) to a nursing aide school (H), or vice-versa, the vocational plan is considered to be unrealized. If, however, a respondent limited changes to within any one of the categories in question 6, e.g. a change in faculty at a university (L or M), or a change from auto body mechanics to carpentry within the apprenticeship program (G), he is considered to

have realized his plan.

If a respondent followed his second choice of vocational plan, or if he postponed his first choice plan but still intends to follow it, he is considered not to have realized his plan.

Size of the Community. The size of the community is defined in terms of the following categories which were used in question 64 of the 1965 "Vocational Plans of Alberta Youth" questionnaire (Appendix A):

- A. A farm.
- B. A hamlet or village of less than 500 people.
- C. A town or city of 500 to 10,000 people.
- D. A city of 10,000 to 100,000 people.
- E. A city of over 100,000 people.

Occupational Level. Occupational level is defined in terms of the following categories which were used in question 59 of the 1965 "Vocational Plans of Alberta Youth" questionnaire:

- A. Profession (lawyer, banker, doctor, teacher, minister, dentist, etc.)
- B. Owner or manager of business (store, gas station or garage, photography or barber shop, insurance agency, hotel or cafe, repair shop, newspaper, etc.)
- C. Office work (bookkeeper, cashier, postal clerk, etc.)
- D. Sales (insurance, real estate, retail store, etc.)
- E. Owns or manages farm.
- F. Skilled tradesman (carpenter, electrician, machinist, etc.)
- G. Unskilled worker (janitor, labourer, etc.)
- H. Other occupation or retired.

Educational Level. Educational level is defined in terms of the following categories which were used in questions 60 and 62 of the 1965 "Vocational Plans of Alberta Youth" questionnaire:

- A. Grade nine or less.
- B. Some high school.
- C. Graduated from high school.
- D. Business, technical or trade training.
- E. Some university work, including teacher training.
- F. Graduated from university.
- G. Holds more than one university degree.

High School Program of Grade 12 Students. The high school program of Grade 12 students is defined in terms of the following categories which were used in question 3 of the 1965 "Vocational Plans of Alberta Youth" questionnaire:

- A. General
- B. Senior Matriculation
- C. Business Education
- D. Vocational-technical
- E. Other

Degree of Certainty about Vocational Plans. The degree of certainty about vocational plans is defined in terms of the following categories which were used in question 29 of the 1965 "Vocational Plans of Alberta Youth" questionnaire:

- A. Very sure.
- B. Fairly sure.
- C. Somewhat unsure.
- D. Very unsure.

Amount of Information Students Feel They Have About Educational Program or Occupation of First Choice. The amount of information students feel they have about the educational program or occupation of first choice is defined in terms of the following categories which were used in question 33 of the 1965 "Vocational Plans of Alberta Youth" questionnaire:

- A. A lot of information; enough to give a talk about it to your class in school.
- B. Some information, but not enough to be able to inform someone else very adequately about it.

C. A little information, but your knowledge of the occupation is still very sketchy.

D. Almost no information; hardly any more than the name of the program or occupation.

C. Treatment of the Data

The data from the 1965 questionnaire were coded, recorded on IBM cards, and then transferred to tape. Data pertaining to the respondents of the follow-up questionnaire and from sections of the questionnaire relevant to this study were then transferred from the tape to a second set of IBM cards. The information from the 1966 questionnaire was coded and added to these cards. Facilities of the University of Alberta Department of Computing Science were then employed for the productions of frequency distribution tables and for the calculation of chi squares for each of the hypotheses under consideration. A chi square significant at, or beyond, the .05 level was accepted as indicative of a real difference attributable to factors other than chance. Coefficients of contingency were also calculated.

The responses which indicated or seemed to indicate possible delays rather than changes in plans were removed, and a second set of chi square tests was applied. Coefficients of contingency were also calculated. The results, though not applicable to the original definition of realizability of vocational plans used in this study, do give interesting additional information, and are included in Chapter V.

CHAPTER V

PRESENTATION OF THE DATA

At first sight, one of the most striking aspects of the data in this study is the relatively low percentage of realizability of plans (49.3) as compared with the 67 per cent found in the Minnesota study by Berdie and Hood (1965, p. 66). Berdie and Hood's study, however, contained no data for students who returned to school or delayed their plans for some other reason. In the present study, the group whose plans appeared to be delayed was rather large -- 51.8 per cent of those who did not realize their plans, or slightly over 26 per cent of the total sample. If the data for this group are removed from the study, the realizability of vocational plans for the Alberta students is 66.9 per cent, or comparable to the Minnesota rate of realizability.

The odd-numbered tables presented in this chapter include the data for all the pupils in the sample, and are consistent with the definition of realizability of vocational plans given in Chapter IV. In the even-numbered tables, the responses for those who were apparently delaying their plans are omitted. There is only one case in which the significance of the chi square could be considered to be changed in the second set of comparisons. This will be discussed in more detail under hypothesis 3. Other minor differences will be noted in the discussion of the individual hypotheses.

Findings related to the hypotheses under test are presented in the order in which the hypotheses were stated in Chapter III. Slight variations in the totals reported in the tables are caused by the failure of some respondents to answer all parts of the original questionnaire.

Hypothesis I

The hypothesis that the proportion of male students who realize their vocational plans is different from the proportion of female students who realize their vocational plans was tested by a chi square

test of independence. A contingency coefficient was also calculated. Relevant data are shown in Table 1.

TABLE 1

Sex of Students Related to Realizability of Vocational Plans

Sex of Student	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
Male	771	42.4	1,049	57.6	1,820
Female	935	57.0	704	43.0	1,639
Total	1,706	49.3	1,753	50.7	3,459
D/F=1	$\chi^2 = 74.396$		P < .001		C=.145

The data show that 57.0 per cent of the Grade 12 girls and 42.4 per cent of the Grade 12 boys realized their vocational plans. The contingency coefficient, C, of only .145 indicates a rather weak relationship between sex of student and realizability of vocational plans, even though the chi square test shows the relationship to be significant at the .001 level. On the basis of the chi square finding, hypothesis 1 can be accepted. Grade 12 girls realize their vocational plans significantly more often than do Grade 12 boys, but the difference between the two sexes is of limited practical significance.

It is possible that when Grade 12 girls are making vocational plans, they are also thinking in terms of marriage and a family, and that many of them deliberately choose plans which are more "practical", or more easily and quickly realized in terms of their own intellectual or other resources. For example, in the original "Vocational Plans of Alberta Youth" questionnaire (Appendix A), only

33 per cent of the girls, compared with 43 per cent of the boys, planned to go to junior college or university.

When the data for the group who were apparently delaying their plans were removed from the sample (Table 2), the girls still realized their plans significantly more often than did the boys. It was interesting to note, however, that of the group who had not realized their plans on the first attempt, significantly more boys than girls still hoped to continue with their original plans. Almost all of these returned to school.

TABLE 2
Sex of Students Related to Realizability of Vocational Plans
with Possible Delays Omitted

Sex of Student	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
Male	771	63.0	453	37.0	1,224
Female	935	70.5	392	29.5	1,327
Total	1,706	66.9	845	33.1	2,551
D/F=1	$\chi^2 = 16.036$		P < .001		C=.079

It is possible that in eventual realizability of plans the two sexes may be comparable. It would take a long-term study to determine what actually does happen.

Hypothesis 2

The hypothesis that the realizability of vocational plans of Grade 12 students is related to the size of the community in which the students live was tested with a chi square test. The contingency coefficient was also calculated. Relevant data are shown in Table 3.

TABLE 3
Size of Community Related to Realizability
of Vocational Plans

Size of Community	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
Farm	398	50.8	385	49.2	783
Less than 500	58	37.4	97	62.6	155
500-10,000	349	47.9	379	52.1	728
10,000-100,000	126	50.4	124	49.6	250
Over 100,000	687	49.8	693	50.2	1,380
Other	40	57.1	30	42.9	70
Total	1,658	49.3	1,708	50.7	3,366
D/F=5	$\chi^2 = 11.966$		P=.035		C=.060

The realizability of vocational plans decreased from 50.8 per cent for pupils on farms to 37.4 per cent for pupils in hamlets and villages of less than 500 people, and then increased to 47.9 per cent for towns of 500 to 10,000, and to 50.4 per cent for cities of 10,000 to 100,000. There was no further increase in realizability of plans for cities of over 100,000 people. Those who realized their plans the most frequently were the relatively small group (70, or 2 per cent) who lived in atypical circumstance, e.g. on the farm in the summer, and in the city in winter.

The C value of only .06 indicates that the relationship between realizability of vocational plans and size of community is a weak one, even though the chi square test shows it to be significant at the 3.5 per cent level. On the basis of the chi square finding, hypothesis 2 can be accepted, but the relationship between size of community and realizability of vocational plans is of limited practical significance.

In the second analysis, when the data for the pupils who were apparently delaying their plans were omitted (Table 4), the significance of the chi square increased from the .035 level to the .004 level. In addition, the realizability of plans showed a steady increase from 51.3 per cent for hamlets to 69.5 per cent for large cities. The realizability of plans for farms was 65.8 per cent -- still higher than that for hamlets, but lower than that for any other type of community.

TABLE 4
Size of Community Related to Realizability
of Vocational Plans
with Possible Delays Omitted

Size of Community	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
Farm	398	65.8	207	34.2	605
Less than 500	58	51.3	55	48.7	113
500-10,000	349	66.0	180	34.0	529
10,000-100,000	126	67.7	60	32.3	186
Over 100,000	687	69.5	301	30.5	988
Other	40	74.1	14	25.9	54
Total	1,658	67.0	817	33.0	2,475
D/F=5	$\chi^2 = 17.346$		P=.004		C=.083

An inspection of Figure 1 indicates that in both analyses the rate of realizability of plans for students from hamlets and villages of under 500 population was strikingly lower than that for any other area of residence. This observation was confirmed when two by two contingency tables were used to further test the significance of differences between

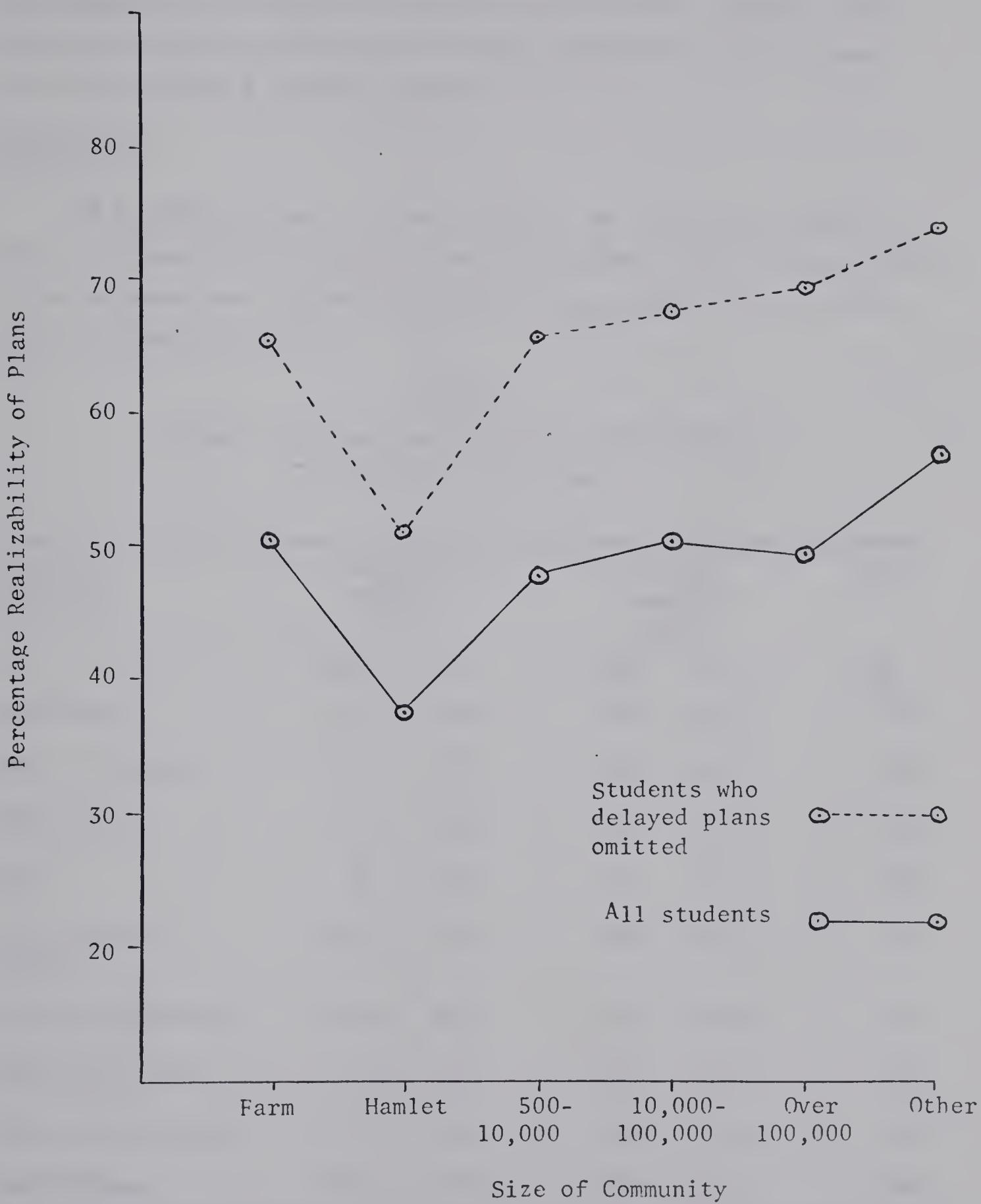


Fig. 1 Size of Community Related to Realizability of Plans

proportions. The low rates of realizability of plans by students from hamlets and villages do indeed place them in a category quite different from that of any of the other communities. The reasons for this difference are not apparent.

Hypothesis 3

The hypothesis that the realizability of vocational plans of Grade 12 students is related to the occupational levels of the fathers of the students was tested with the chi square test. The relevant data are shown in Table 5.

TABLE 5
Fathers' Occupations Related to Realizability
of Vocational Plans

Father's Occupation	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
Profession	149	54.8	123	45.2	272
Owner or Manager	247	49.7	250	50.3	497
Office Work	95	54.0	81	46.0	176
Sales	65	43.9	83	56.1	148
Farm Owner or Manager	381	51.3	362	48.7	743
Skilled Tradesman	228	47.6	251	52.4	479
Unskilled Worker	155	45.9	183	54.1	338
Other, or Retired	235	50.8	228	49.2	463
Can't Answer	106	44.2	134	55.8	240
Total	1,661	49.5	1,695	50.5	3,356
D/F=8	$\chi^2 = 12.745$		P=.12		C=.062

The data in Table 5 show that, on the whole, the rates of realizability of vocational plans for children of fathers in various occupations, as classified here, do not vary greatly. When the chi square test was applied, the relationship failed to meet the 5 per cent level of significance. Hence, hypothesis 3 must be rejected.

The differences between the hypothesized and observed relationships between fathers' occupations and realizability of plans may be partly explained by differences in aspirational levels. Strong (1963), using occupation of father to establish social status of the family, found that levels of aspiration of Alberta students related highly to the social class position of those students. Siemens (1965b) found similar results in Manitoba. Since low aspirations are more easily realized than high ones, students whose fathers' occupational levels were rather low could well be just as successful in realizing their plans--at least on the first attempt--as those whose fathers' occupational levels were higher.

It is interesting to note that in the second comparison for hypothesis 3 (Table 6), in which the data for the pupils who were apparently delaying their plans were omitted, the probability of significance of the chi square was increased to .016. In this analysis, children of fathers in the professions had the highest rate of realizability of plans (77.2 per cent), while children of unskilled workers had the lowest (61.5 per cent). In addition, there were significant differences among the group who returned to school. If the children of fathers in the professions did not realize their plans on the first attempt, they returned to school significantly more often than did the others. Farmers' children returned to school significantly less often. Indeed, this second analysis indicates that there is a possibility that the eventual realizability of plans could be significantly related to the occupational levels of the fathers. The final results would depend very much upon the rates of success of the students who returned to school.

TABLE 6
Fathers' Occupations Related to Realizability
of Vocational Plans
with Possible Delays Omitted

Father's Occupation	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
Profession	149	77.2	44	22.8	193
Owner or Manager	247	68.6	112	31.2	359
Office Work	95	72.0	37	28.0	132
Sales	65	61.9	40	38.1	105
Farm Owner or Manager	381	65.1	204	34.9	585
Skilled Tradesman	228	65.1	122	34.9	350
Unskilled Worker	155	61.5	97	38.5	252
Other, or Retired	235	69.7	102	30.3	337
Can't Answer	106	64.6	58	35.4	164
Total	1,661	67.1	816	32.9	2,477
D/F=8	$\chi^2 = 18.797$		P=.016	C=.087	

Hypothesis 4

The hypothesis that the realizability of vocational plans of Grade 12 students is related to the educational levels of the fathers was tested by a chi square test. A coefficient of contingency was also calculated. The relevant data are shown in Table 7.

TABLE 7

Fathers' Educational Levels Related to
Realizability of Vocational Plans

Education of Father	Realized Plans		Did Not Realize Plans		Total
	No.	%	No.	%	
Grade 9 or Less	699	48.3	715	51.7	1,384
Some High School	331	48.0	358	52.0	689
Graduated from High School	165	47.7	181	52.3	346
Business, Technical or Trade Training	105	50.7	102	49.3	207
Some University Including Teacher Training	28	59.6	19	40.4	47
Graduated from University	94	58.7	66	41.2	160
More than One University Degree	49	67.1	24	32.9	73
Other, or Combination	74	53.6	64	46.4	138
Can't Answer or Not Sure	127	45.2	154	54.8	281
Total	1,642	49.4	1,683	50.6	3,325
D/F=8	$\chi^2 = 21.372$		P=.006		G=.080

The data show that 48.3 per cent of the pupils whose fathers' educational achievement was Grade 9 or less realized their vocational plans compared with 67.1 per cent of those whose fathers had more than one university degree. While realizability of plans generally increased with higher levels of fathers' education, the pattern was not consistent in its details. For example, there was no increase in realizability of vocational plans as the education of the fathers in-

creased from Grade 9 or less to high school graduation. When we consider that 669, or 41.6 per cent of the fathers fall into the Grade 9 or less category, however, we are reminded that many of them lived in a generation in which a formal high school education still depended on such factors as proximity to a high school and the financial circumstances of the family during those particular years. Most of the boys who left school after Grade 8 or 9 during the depression years before World War II did not resemble today's drop-outs.¹ It is not too surprising, then, that the first real difference in realizability of vocational plans seems to be between those whose fathers had a secondary education or less and those whose fathers received a post-secondary education.

At the university level, the percentages also deviate slightly from the expected pattern. Only 58.7 per cent of those whose fathers graduated from university realized their plans compared with 59.6 per cent of those whose fathers had only some university training. The difference is not significant, however.

The C value of only .080 shows that the relationship between realizability of vocational plans and the educational levels of the fathers of the students is a weak one, even though the chi square test shows that it is significant at the .006 level. On the basis of the chi square finding, hypothesis 4 can be accepted with the qualification that the educational levels of the fathers must be considered in very general categories such as: secondary education or less, university education, and more than one university degree. The relationship between educational levels of the fathers and the realizability of vocational plans is of limited practical significance.

¹It is difficult to arrive at an exact figure for the percentage of boys who obtain some high school education today. In 1966-67, there were 14,658 boys in Grade 9 in Alberta. In 1967-68, there were 13,602 boys in Grade 10. A percentage calculated on the basis of these figures (92.8) is somewhat inaccurate, since it does not take into consideration that some of the boys repeated Grade 9, and that some of those who started Grade 10 left school before completing that grade.

TABLE 8
Fathers' Educational Levels Related to
Realizability of Vocational Plans
with Possible Delays Omitted

Education of Father	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
Grade 9 or Less	669	63.9	378	36.1	1,047
Some High School	331	67.1	162	32.9	493
Graduated from High School	165	66.5	83	33.5	248
Business, Technical or Trade Training	105	68.6	48	31.4	153
Some University Including Teacher Training	28	71.8	11	28.2	39
Graduated from University	94	80.3	23	19.7	117
More than One University Degree	49	86.0	8	14.0	57
Other, or Combination	74	69.2	33	30.8	107
Can't Answer or Not Sure	127	66.5	64	33.5	191
Total	1,642	67.0	810	33.0	2,452
D/F=8	$\chi^2 = 24.103$		P=.002	C=.099	

When the data for the group who were apparently delaying their plans were removed (Table 8), some--but not all--of the discrepancies in the details of the relationship were also removed. In this

analysis, vocational plans were realized by 63.9 per cent of those whose fathers had Grade 9 or less, by 67.1 per cent of those whose fathers had some high school education, by 66.5 per cent of those whose fathers graduated from high school, by 68.6 per cent of those whose fathers had business, technical or trade training, by 71.8 per cent of those whose fathers had some university education, by 80.3 per cent of those whose fathers graduated from university, and by 86 per cent of those whose fathers had more than one degree.

TABLE 9
Educational Levels of Mothers Related to
Realizability of Vocational Plans

Education of Mother	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
Grade 9 or Less	494	46.6	567	53.4	1,061
Some High School	383	47.0	432	53.0	815
Graduated from High School	300	50.6	293	49.4	593
Business, Technical or Trade Training	124	52.8	111	47.2	235
Some University Including Teacher Training	117	58.5	83	41.5	200
Graduated from University	62	59.0	43	41.0	105
Other, or Combination	71	53.8	61	46.2	132
Can't Answer or Not Sure	86	47.0	97	53.0	183
Total	1,637	49.2	1,687	50.8	3,324
D/F=7	$\chi^2 = 18.655$		P < .01		C=.075

Hypothesis 5

The hypothesis that the realizability of vocational plans of Grade 12 students is related to the educational levels of the mothers of the students was tested with a chi square test. A coefficient of contingency was also calculated. The relevant data are shown in Table 9.

The data in Table 9 show that realizability of vocational plans increased consistently with higher levels of mothers' education, from 46.6 per cent for those whose mothers had a Grade 9 education or less to 59.0 per cent for those whose mothers graduated from university. (Because of the small number of mothers with more than one university degree, this category was combined with "Graduated from University".)

The C value of only .075 shows that the relationship between educational levels of the mothers and realizability of vocational plan is a weak one, even though the chi square test shows it to be significant at the .01 level. On the basis of the chi square finding, hypothesis 5 can be accepted, but the relationship between the educational levels of the mothers and the realizability of plans is of limited practical significance.

In the second analysis, when the data for the pupils who were apparently delaying their plans were removed (Table 10), vocational plans were realized by 62.5 per cent of those pupils whose mothers had Grade 9 or less, by 66.7 per cent of those whose mothers had some high school education, by 69.0 per cent of those whose mothers graduated from high school, by 70.5 per cent of those whose mothers had some business, technical, or trade training, by 77.0 per cent of those whose mothers had some university education, and by 80.5 per cent of those whose mothers were university graduates.

Hypothesis 6

The hypothesis that the realizability of vocational plans for Grade 12 students is related to the high school programs the students are taking was tested by a chi square test of independence. A con-

TABLE 10

Educational Levels of Mothers Related to
Realizability of Vocational Plans
with Possible Delays Omitted

Education of Mother	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
Grade 9 or Less	494	62.5	297	37.5	791
Some High School	383	66.7	191	33.3	574
Graduated from High School	300	69.0	135	31.0	435
Business, Technical, or Trade Training	124	70.5	52	29.5	176
Some University Including Teacher Training	117	77.0	35	23.0	152
Graduated from University	62	80.5	15	19.5	77
Other, or Combination	71	70.3	30	29.7	101
Can't Answer or Not Sure	86	64.2	48	35.8	134
Total	1,637	67.1	803	32.9	2,440
D/F=7	$\chi^2 = 23.330$		$P < .01$		C=.097

tingency coefficient was also calculated. Relevant data are shown in Table 11.

TABLE 11
High School Programs Related to Realizability
of Vocational Plans

High School Program	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
General	257	43.6	333	56.4	590
Senior Matriculation	1,056	48.8	1,109	51.2	2,165
Business Education	169	66.8	84	33.2	253
Vocational-Technical	194	50.7	189	49.3	383
Other	17	37.0	29	63.0	46
Total	1,693	49.3	1,744	50.7	3,437
D/F=4	$\chi^2=42.093$		P <.001		C=.11

The data show that the pupils in Business Education had the highest rate of success in realizing their vocational plans (66.8 per cent). They were followed by pupils in Vocational-Technical programs (50.7 per cent), Senior Matriculation (48.8 per cent), the General Program (43.6 per cent), and other programs (37.0 per cent).

The C value of only .11 indicates that the relationship between high school program and realizability of vocational plans is a weak one, even though the chi square test shows that it is significant at the .001 level. On the basis of the chi square finding, hypothesis 6 can be accepted, but the relationship between high school programs and the realizability of vocational plans is of limited practical significance.

When the data for those pupils who were apparently delaying their plans were removed from the analysis, the order of the high school programs as related to realizability of vocational plans was changed (Table 12). Again the Business Education students had the highest rate of realizability (72.2 per cent). This time, however, they were followed by pupils in the Senior Matriculation program (70.1 per cent). The Vocational-Technical students had the third highest rate of realizability (63.2 per cent), and were followed by those in the General Program (56.2 per cent) and other programs (54.8 per cent).

It is interesting to note that the Senior Matriculation students comprised the majority (659, or 72.6 per cent) of the 908 pupils who were apparently delaying their plans. Almost all of these returned to school.

TABLE 12
High School Programs Related to Realizability
of Vocational Plans
with Possible Delays Omitted

High School Program	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
General	257	56.2	200	43.8	457
Senior Matriculation	1,056	70.1	450	29.9	1,506
Business Education	169	72.2	65	27.8	234
Vocational- Technical	194	63.2	113	36.8	307
Other	17	54.8	14	45.2	31
Total	1,693	66.8	842	33.2	2,535
D/F=4	$\chi^2 = 37.373$		P < .001		C = .121

Hypothesis 7

The hypothesis that the realizability of vocational plans of Grade 12 students is related to the degree of certainty the students feel about their plans was tested with a chi square test of independence. A contingency coefficient was also calculated. Relevant data are shown in Table 13.

TABLE 13
Degree of Certainty Related to Realizability
of Vocational Plans

Degree of Certainty	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
Very Sure	536	60.4	351	39.6	887
Fairly Sure	808	50.8	783	49.2	1,591
Somewhat Unsure	244	34.4	466	65.6	710
Very Unsure	48	36.6	83	63.4	131
Total	1,636	49.3	1,683	50.7	3,319
D/F=3	$\chi^2 = 117.101$		P <.001		C=.185

The data show that the realizability of plans decreased from 60.4 per cent for those who were very sure of their plans to 34.4 per cent for those who were somewhat unsure of their plans, but there was no further decrease for those who were very unsure of their plans.

The C value of .185 indicates that the relationship between degree of certainty about vocational plans and realizability of plans is a rather weak one, even though the chi square test shows it to be significant at the .001 level. On the basis of the chi square finding, the hypothesis that the realizability of vocational plans of Grade 12 students is related to the degree of certainty the students

feel about their plans can be accepted with some qualification with respect to the degree of uncertainty. The relationship between degree of certainty and the realizability of plans is of limited practical significance.

When the data for the pupils who were apparently delaying their plans were removed (Table 14), the relationship between realizability of plans and the degree of certainty was more nearly linear than in the original analysis, but the difference between those who were somewhat unsure and those who were very unsure was still not significant. In this second analysis, vocational plans were shown to have been realized by 77.1 per cent of those who were very sure of their plans, by 68.9 per cent of those who were fairly sure, by 50.8 per cent of those who were somewhat unsure, and by 50.5 per cent of those who were very unsure.

TABLE 14
Degree of Certainty Related to Realizability
of Vocational Plans
with Possible Delays Omitted

Degree of Certainty	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
Very Sure	536	77.1	159	22.9	695
Fairly Sure	808	68.9	364	31.1	1,172
Somewhat Unsure	224	50.8	236	49.2	480
Very Unsure	48	50.5	47	49.5	95
Total	1,636	67.0	806	33.0	2,442
D/F=3	$\chi^2 = 102.598$		$P < .001$		C=.201

Hypothesis 8

The hypothesis that the realizability of vocational plans of Grade 12 students varies directly with the amount of information the students feel they have about the occupation or post-high-school educational program of their first choice was tested with a chi square test of independence. A coefficient of contingency was also calculated. The relevant data are shown in Table 15.

TABLE 15
Amount of Information Related to Realizability
of Vocational Plans

Amount of Information	Realized Plans		Did not Realize Plans		Total
	No.	%	No.	%	
A Lot of Information	698	58.5	495	41.5	1,193
Some Information	747	47.5	825	52.5	1,572
A Little Information	169	38.0	276	62.0	445
Almost No Information	41	33.3	82	66.7	123
No First Choice: Undecided	23	35.9	41	64.1	64
Total	1,678	49.4	1,719	50.6	3,397
D/F=4	$\chi^2 = 82.387$		$P < .001$		C=.154

The data show that 58.5 per cent of the pupils who felt they had a lot of information about their first choice of program or occupation--enough to give a talk about it at school--realized their plans; 47.5 per cent of those who felt they had some information, but not enough to be able to inform someone else very adequately about it, realized their plans; 38.0 per cent of those who felt they had a little information, but their knowledge was still sketchy, realized their plans; 33.3 per cent of those who felt they had almost no information,

hardly more than the name of program or occupation, realized their plans; and 35.9 per cent of those who were undecided--even though they had originally indicated a first choice--realized their vocational plans.

The C value of only .154 shows that the relationship between the amount of information the students feel they have about the occupation or post-high-school educational program of their first choice and the realizability of their choice is rather weak, even though the chi square test shows it to be significant at the .001 level. On the basis of the chi square finding, hypothesis 8 can be accepted, but the relationship between the amount of information and the realizability of plans is of limited practical significance.

TABLE 16
Amount of Information Related to Realizability of
Vocational Plans, with Possible Delays Omitted

Amount of Information	Realized Plans		Changed Plans		Total
	No.	%	No.	%	
A Lot of Information	698	73.5	252	26.5	950
Some Information	747	65.1	401	34.9	1,148
A Little Information	169	58.5	120	41.5	289
Almost No Information	41	51.9	38	48.1	79
No First Choice; Undecided	23	57.5	17	42.5	40
Total	1,678	67.0	828	33.0	2,506
D/F=4	$\chi^2 = 39.19$		P < .001		C=.124

When the data for the group who were apparently delaying their plans were removed from the sample, the results of the second analysis followed a similar pattern (Table 16). Vocational plans were realized by 73.5 per cent of those who had a lot of information, by 65.1 per cent of those who had some information, by 58.5 per cent of those who had a little information, and by 51.9 per cent of those who had almost no information.

CHAPTER VI

DISCUSSION AND CONCLUSIONS

A. Comparison with Other Studies

One of the purposes of this study was to compare the realizability of vocational plans of Alberta students with that of students in other areas. Among the findings consistent with those of other studies is the positive relationship between realizability of vocational plans and size of community of residence, educational levels of the fathers of the students, educational levels of the mothers of the students, high school programs of the students, and the degree of certainty about vocational choice. The relationship between occupations of the fathers and realizability of plans was not significant in the total sample. When the data for the group who were apparently delaying their plans were removed, however, the relationship became significant, and more consistent with, for example, the findings of Berdie (1954) in Minnesota.

The greater realizability of plans by the girls is not consistent with the findings of Berdie and Hood (1965) in Minnesota; but Fleming (1957b), in Ontario, and Siemens and Jackson (1965), in Manitoba, though limiting their studies to plans involving post-high-school training, also found that the girls realized their plans more often than did the boys. Moreover, more boys than girls returned to school in Alberta, and it is possible that in eventual realizability of plans, the boys' performance may be shown to improve greatly.

The percentage realizability of all educational and vocational plans was much lower than that in the Minnesota studies. Differences in university and college entrance requirements could partly explain the difference. In addition, the Minnesota studies do not contain data for a "returned to school" group. When the data for the students who returned to school were removed from the Alberta study, the

result in percentage realizability of all educational and vocational plans combined was comparable with that of the Minnesota studies.

It is interesting to note that all three Canadian studies found large numbers of pupils who returned to school, and that, while this study does not deal with precisely the same variables as the other Canadian studies, no major differences were found between the findings of this and the Manitoba and Ontario studies. There were many similarities between the findings in Alberta and in Minnesota, but several differences were also noted.

B. A Possible Shortcoming of this Study

The 1965 "Vocational Plans of Alberta Youth" questionnaire (Appendix A) was completed by students in both Grades 11 and 12. For this reason, question 6 was worded "What are your plans after high school?" Unfortunately, as far as the study of the realizability of vocational plans of Grade 12 students was concerned, the wording of the question did not give the Grade 12 students who planned to take another year of high school the opportunity to say so. Those who completed the follow-up questionnaires often indicated whether returning to school had been part of the original plan or not, but some of them did not. In such cases, when there was no other evidence to the contrary, it was assumed that the return to school had not been part of the original plan. The inclusion of the data from any of these questionnaires for which this assumption may have been incorrect would result in a slight increase in the percentages of pupils who had not realized their plans. The number of questionable returns was small, however, and probably had little effect on the overall results. Indeed, with the exception of fathers' occupations, and, to some extent, high school programs of the students, the results of the analyses were remarkably similar whether all the students with possible delays in plans were included or not.

C. Suggestions for Further Research

This study has answered some questions, but has raised others

that could profitably be investigated. Some of these are outlined below:

1. There is a need for a more intensive study of the large numbers of pupils who do not complete Grade 12 in the expected time. Who are these young people, and how do they differ from those who do succeed in achieving the high school standing they desire in the time they have planned? How do they differ from those who do not realize their plans but who do not return to school? Why are there so many boys in the group? How have the 1968 changes in the Alberta university entrance requirements affected this group? How many of them eventually realize their plans?

2. A long-term study of the realizability of vocational and educational plans would also be useful. Is the long-term rate of realizability much greater than the short-term 49.3 per cent? Do the boys increase their rate of realizability significantly over a longer period? Is there a clear relationship between occupations of fathers and long-term realizability? Do any of the other relationships found in this study change over a period of time? How do drop-outs and failures at the post-secondary level affect the relationships? How stable are plans over a period of several years?

3. The present study gives a very general picture of the realizability of vocational plans for the province. It would be useful to examine some details more closely. For example, which particular vocational or educational plans are most realizable for farm students? Which are most realizable for students from other communities? How do farm girls differ from farm boys in realizing their plans? How do they differ from city girls? from city boys? Which specific plans are most realizable for boys and girls from various socio-economic levels? A more detailed look at the realizability of specific plans in terms of sex, size of community, and socio-economic level could produce worthwhile results.

4. Another area for investigation would be the relationship between aspiration levels and realizability of vocational plans. For

how many is realizability of plans easier because aspiration levels are low? How many do not realize their plans because their aspirations are unrealistically high? Do the conditions which result in a student's formulating a certain plan tend also to be the conditions which determine the extent to which he can fulfill that plan?

D. Implications of the Study

How can the findings of this present study be put to practical use? Obviously the school cannot appreciably change such factors as the educational level of the students' parents, or the sizes of the communities in which they live. When areas of weakness are known, however, remedial or preventive measures can often be taken. This study indicates that some students may need more help than others in developing their vocational plans, and that the following require special attention: boys, the pupils in villages and hamlets under 500 in population, those whose fathers and mothers have rather low levels of education, those in the general or not easily classifiable programs in high school, those who appear to be uncertain about their vocational plans, and those who have little knowledge about the educational or vocational program of their choice.

The variable about which the school can do something is vocational information. It was disheartening to learn that 11 per cent of the boys and 12 per cent of the girls who answered the original "Vocational Plans of Alberta Youth" questionnaire reported that their school did not have an occupational library, file, or occupational corner, or that, if it did, they were not aware of it. Pamphlets and articles about occupations or educational programs are probably the easiest and least expensive method of disseminating information; they should be available in every school, and every student should know that they are available. This approach, by itself, is not enough, however. Indeed, it is highly possible that the students most in need of vocational information are the very ones who are not attracted to the printed page. Each school should endeavour to use as great a

variety of methods as possible for the dissemination of occupational guidance information, e.g. displays, bulletin boards, movies, film strips, courses in occupations, career talks, career fairs, visits to educational institutions and places of employment, and the services of qualified guidance counselors. Since the parents do have some effect on the realizability of their children's plans, they should be involved in as many of these activities as possible.

It must be emphasized, however, that vocational information by itself is of little value. First of all, the student must want it, and he must understand it. In addition, he must understand himself, and he must be able to relate vocational information to himself. A very valuable asset at such a time is the presence of an understanding and knowledgeable adult--one whom the student trusts, and in whose presence he can safely explore himself and the world of work. In the school setting, that person could very well be a sympathetic and interested teacher, or a qualified counselor.

For an individual student, failure to realize a given vocational plan may be either desirable or undesirable. The occupation he eventually finds may be better for him than his first choice in Grade 12, or it may be worse. A provincial rate of realizability of slightly less than 50 per cent, however, must represent a great deal of waste and frustration. Surely those who work with young people would like to try to increase that percentage!

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APPENDIX A

"VOCATIONAL PLANS OF ALBERTA YOUTH" QUESTIONNAIRE

VOCATIONAL PLANS OF ALBERTA YOUTH

DEPARTMENT OF EDUCATION
GOVERNMENT OF THE PROVINCE OF ALBERTA
EDMONTON, ALBERTA

GRADES XI AND XII
1965

DO NOT WRITE
ON THIS QUESTION
BOOKLET

Knowledge of the plans of students after high school is necessary for the wise development of post-high school training programs and facilities. For this reason, and to find out why students make the choices they do, you are being asked to answer the questions below.

You will first write in your name and other information called for on the back of the answer sheet. An ordinary HB pencil can be used. Please print neatly.

Your student number is required in the first seven rows on the front of the answer sheet. This is the seven digit number on the name slip given to you. Copy it in the vertical column of seven boxes on the left, one number for each row. Then mark in the appropriate space to the right of each number by marking over the small dotted line several times with your pencil. Accuracy in writing down the number and marking in the correct dotted line is most important. Leave the spaces blank if no name slip was given to you.

All of your answers to the questions below are to be placed on the answer sheet; do not write anywhere on this question booklet. You are to answer by marking over the appropriate dotted line on the answer sheet using an HB pencil. In some cases you will need also to write your answer on the appropriate line on the back of the answer sheet. You should answer all of the questions that apply to you. Your co-operation is appreciated.

Sex A. Male B. Female

Grade: A. XI B. XII (First year) C. XII (Second or more year in Grade XII)

Program of studies now taking in high school. Answer the one which best describes your program.

- A. General
- B. Senior Matriculation
- C. Business Education (mark "D" if taking the program in a vocational high school)
- D. Vocational -- technical
- E. Other. Mark "E" and write name of program on line 3E on the back of the answer sheet.

Indicate the most important reason why you selected the high school program you indicated above. Mark only one.

- A. Only one offered in school
- B. Teacher's advice
- C. Guidance counsellor's advice
- D. Parents' advice
- E. Not high enough marks to enter another program
- F. Required to by the school
- G. Brothers or sisters took it
- H. Seemed easiest
- J. Required to by parents
- K. Was best in this work or enjoyed it most
- L. Needed this program for entrance to junior college or university
- M. Course seemed most interesting
- N. Friends took it
- P. Brother's or sister's advice
- Q. "Everyone else" took it
- R. Fitted vocational plans best
- S. Don't know
- T. Other. Mark "T" and write in answer on line 4T on the back of the answer sheet.

Mark the one of the following which best indicates your plans for the remainder of high school.

- A. Now in Grade XII and plan to complete this grade in present high school.
- B. Now in Grade XI and plan to complete Grade XII in present high school.
- C. Now in Grade XI and plan to complete Grade XII somewhere other than at present high school. Mark "C" and indicate plans on line 5C on the back of the answer sheet.
- D. Do not plan to finish high school. Mark "D" and indicate plans on line 5D on the back of the answer sheet.
- E. Undecided whether or not to finish high school.

What are your plans after high school? Mark your first choice opposite 6 on the answer sheet. Mark your second choice, if any, opposite 7 on the answer sheet.

- A. Get a job other than with parents. Mark "A" and write the name of the kind of job you plan to get on line 6-7A on the back of the answer sheet.
- B. Work for parents. Mark "B" and write the kind of work on line 6-7B on the back of the answer sheet.
- C. Enter one of the armed services. Mark "C" and write name of service, Army, Navy or Air Force, on line 6-7C on the back of the answer sheet.
- D. Enter business college. Mark "D" and write in the name of business college you plan to attend on line 6-7D on the back of the answer sheet. If you are not sure, write "undecided" on this line.
- E. Enter an accounting program, e.g. chartered accountancy, industrial accountancy, etc. Mark "E" and write name of program on line 6-7E on the back of the answer sheet.
- F. Enter Agricultural and Vocational College at Vermilion, Fairview, Olds, or somewhere else.
- G. Enter an apprenticeship (trades) program.
- H. Enter nursing aide school.
- J. Enter a hospital nursing school. Include psychiatric nursing here. If planning B.Sc. R.N. program, you should mark university or junior college, depending on where you plan to take your first year.
- K. Enter a technical institute, e.g. Northern Alberta Institute of Technology.
- L. Enter a junior college.
- M. Enter university.
- N. Enter one of the many other training programs available, e.g. chiropractic school, beauty school, barber school, etc. Mark "N" and write the name of the program and training institution on line 6-7N on the back of the answer sheet.
- P. Other. Mark "P" and write in other plans on line 6-7P on the back of the answer sheet.
- Q. Undecided about plans after high school.

Has the lack of money for further education after high school affected the choice(s) you indicated above?

- A. Yes
- B. No

If your answer is yes, assume for the moment that you have sufficient money for any educational program after high school, and indicate your first and second choices again on line 8 on the back of the answer sheet.

Answer only if you are planning some type of training after high school. How will you finance it? Indicate the one which best applies.

- A. Mostly from personal earnings while working and/or personal savings already accumulated.
- B. Mostly from parents' savings or current earnings (include here also any insurance policies bought by your parents for your education).
- C. Mostly from loans which will have to be repaid at a future date.
- D. Mostly from grants or scholarships which do not have to be repaid.
- E. Partly from job earnings or personal savings and partly from parents' savings or earnings.
- F. Partly from parents' savings or earnings and partly from loans.
- G. Partly from job earnings and/or personal savings and partly from loans.
- H. From some other source or combination of sources. Mark "H" and indicate source(s) on line 9H on the back of the answer sheet.

Answer only if your first choice is an Agricultural and Vocational College. Indicate which college you plan to attend.

- A. Fairview
- B. Olds
- C. Vermilion
- D. Other. Mark "D" and write the name on line 10D on the back of the answer sheet.
- E. Undecided.

-12. Answer only if your first choice is one of the apprenticeship (trades) programs.

Indicate your first choice of program opposite 11 on the answer sheet. If you have a second choice, mark it opposite 12 on the answer sheet.

- A. Appliance serviceman
- B. Auto body mechanic
- C. Baker
- D. Bricklayer
- E. Carpenter
- F. Communications electrician
- G. Construction electrician
- H. Cook
- J. Gasfitter
- K. Glass worker (new in 1965)
- L. Heavy duty mechanic
- M. Lather
- N. Machinist
- P. Millwright
- Q. Motor mechanic
- R. Painter and decorator
- S. Plasterer
- T. Plumber
- U. Power electrician
- V. Radio and T.V. technician
- W. Refrigeration mechanic
- X. Sheet metal mechanic
- Y. Steamfitter
- Z. Tile setter
- AA. Welder
- BB. Other. Mark "BB" and write in name of program on line 11-12BB on the back of the answer sheet.
- CC. Undecided.

Answer only if your first choice is nursing aide school. Indicate where you plan to take your program.

- A. Edmonton
- B. Calgary
- C. Other. Mark "C" and write in school and location on line 13C on the back of the answer sheet.
- D. Undecided.

Answer only if your first choice is nursing. Indicate the program you plan to enter.

- A. University program (B.Sc. R.N.)
- B. Registered nurse program (R.N.)
- C. Registered psychiatric nurse
- D. Other. Mark "D" and write name of program on line 14D on the back of the answer sheet.

16. Answer only if your first choice is nursing. Indicate the school of nursing you plan to enter by marking the appropriate space opposite 15 on the answer sheet. If you have a second choice, mark it in the space opposite 16 on the answer sheet.

- A. University of Alberta, Edmonton (B.Sc. R.N. program)
- B. University of Alberta, Calgary (B.Sc. R.N. program, first year only)
- C. Lethbridge Junior College (B.Sc. R.N. program, first year only)
- D. Calgary General Hospital
- E. Holy Cross Hospital, Calgary
- F. Foothills Provincial General Hospital, Calgary (To be opened in 1965)
- G. Edmonton General Hospital
- H. Misericordia Hospital, Edmonton
- J. Royal Alexandra Hospital, Edmonton
- K. University of Alberta Hospital, Edmonton
- L. Archer Memorial Hospital, Lamont
- M. Lethbridge Municipal Hospital
- N. St. Michael's Hospital, Lethbridge
- P. Medicine Hat General Hospital
- Q. St. Joseph's General Hospital, Vegreville
- R. Provincial Mental Hospital, Ponoka
- S. Provincial Mental Institute, Oliver
- T. Other, or undecided. Mark "T" and write name of hospital or "undecided" on line 15-16T on the back of the answer sheet.

Answer only if your first choice is nursing. If a school of nursing was opened in Grande Prairie, would you rather attend there?

- A. Yes
- B. No

Answer only if your first choice is a technical program. Where do you plan to take your technical program?

- A. Northern Alberta Institute of Technology, Edmonton
- B. Southern Alberta Institute of Technology, Calgary
- C. Lethbridge Junior College (now offering several technical programs)
- D. Other. Mark "D" and write in name of institution on line 18D on the back of the answer sheet.
- E. Undecided.

20. Answer only if your first choice is a technical program. Indicate your first choice of a technical program opposite 19 on the answer sheet. If you have a second choice of program, mark it opposite 20 on the answer sheet. See question 22 for other programs offered at N.A.I.T. and S.A.I.T.

- A. Aeronautical engineering (S.A.I.T. only)
- B. Aircraft maintenance technology (S.A.I.T. only)
- C. Architectural technology
- D. Automotive service technology (S.A.I.T. only)
- E. Business administration (N.A.I.T. only)
- F. Chemical laboratory technology
- G. Civil technology (N.A.I.T. only)
- H. Commercial cooking
- J. Computer technology (N.A.I.T. only)
- K. Structural technology (S.A.I.T. only)
- L. Dental technology (see question 22 for dental mechanic and dental assistant)
- M. Dietary services technology (N.A.I.T. only)
- N. Distributive technology (N.A.I.T. only)
- P. Drafting technology
- Q. Electrical technology
- R. Electronic technology
- S. Exploration technology (N.A.I.T. only)
- T. Forestry technology (N.A.I.T. only)
- U. Gas technology (N.A.I.T. only)
- V. Heavy duty equipment technology (N.A.I.T. only)
- W. Industrial production technology (N.A.I.T. only)
- X. Instrumentation technology (N.A.I.T. only)
- Y. Land surveying technology (S.A.I.T. only)
- Z. Materials technology (N.A.I.T. only)
- AA. Mechanical technology (S.A.I.T. only)
- BB. Medical laboratory technology (N.A.I.T. only)
- CC. Medical X-ray technology (N.A.I.T. only)
- DD. Merchandising administration (S.A.I.T.) only
- EE. Petroleum technology (S.A.I.T. only)
- FF. Photographic technology (N.A.I.T. only)
- GG. Power engineering technology (S.A.I.T. only)
- HH. Refrigeration and air conditioning technology
- JJ. Secretarial technology (N.A.I.T. only)
- KK. Telecommunications technology
- LL. Other. Mark "LL" and write name of program on line 19-20LL on the back of the answer sheet.
- MM. Undecided.

Answer only if your first choice is a technical program. Would you like to go on to university in an engineering or other scientific program after completing your program at a technical institute?

A. Yes B. No C. Undecided

Answer only if you plan to enter one of the technical institutes to take a program not listed under items 11-12 and 19-20 above. Indicate the one you plan to take from the following:

A. Advertising art, advanced (S.A.I.T. only)
B. Applied art and general crafts (S.A.I.T. only)
C. Banking and finance (N.A.I.T. only)
D. Commercial radio operating (S.A.I.T. only)
E. Commercial sign writing
F. Construction
G. Data processing (N.A.I.T. only)
H. Dental assistant (N.A.I.T. only)
J. Dental mechanic (N.A.I.T. only)
K. Factory woodworking (N.A.I.T. only)
L. Fine art, advanced (S.A.I.T. only)
M. Office machine mechanics (N.A.I.T. only)
N. Pottery and ceramics (S.A.I.T. only)
P. Sculpture (S.A.I.T. only)
Q. Other. Mark "Q" and write name of program on line 22Q on the back of the answer sheet.

Answer only if your first choice is junior college. Indicate which junior college you plan to attend to take first year university courses.

A. Camrose
B. College St. Jean, Edmonton
C. Medicine Hat (opening in September, 1965)
D. Red Deer
E. Lethbridge
F. Mt. Royal College, Calgary
G. Other. Mark "G" and write in name of junior college on line 23G on the back of the answer sheet.
H. Undecided

Answer only if your first choice is university, or if your answer to question 21 is "yes". Which university do you plan to attend?

A. University of Alberta, Edmonton
B. University of Alberta, Calgary
C. Other university. Mark "C" and write name of the university on line 24C on the back of the answer sheet.
D. Undecided

26. Answer only if your first choice is university or junior college. Which one of the following programs are you most likely to enter, i.e. your first preference? Mark your answer opposite 25 on the answer sheet. If you have a second choice, mark it opposite 26 on the answer sheet.

A. Agriculture
B. Arts (If plan law, mark arts and law below)
C. Commerce
D. Dental Hygiene
E. Pre-dentistry and Dentistry
F. Education (teaching)
G. Engineering
H. Household Economics
J. Arts and Law
K. Pre-medicine and Medicine
L. Medical Laboratory Science
M. Nursing
N. Pharmacy
P. Physical Education
Q. Rehabilitation Medicine (physiotherapy, occupational therapy)
R. Science
S. Other. Mark "S" and write name of program on line 25-26S on the back of the answer sheet.
T. Undecided.

Answer only if you plan to go to university or junior college. If a public junior college offering first year university programs was opened in Grande Prairie, would you rather attend there?

A. Yes B. No

Answer only if you plan to go to university or junior college. If a junior college under Catholic sponsorship but open to all students and offering first year university programs was opened in Edmonton, would you rather attend there?

A. Yes B. No

How sure do you feel about your plans after high school? Mark the one which best applies.

A. Very sure
B. Fairly sure
C. Somewhat unsure
D. Very unsure

How many times have you changed your mind in the last two years regarding your plans after high school?

A. Have no definite plans after high school as yet
B. Have not changed your mind.
C. Once.
D. Two or three times.
E. Four or more times.

32 What is the most important reason you have for making the plans after high school you indicated in question 6-7 above? Mark your answer opposite 31 on the answer sheet. If you have a second important reason, mark it opposite 32 on the answer sheet.

- A. To prepare for a vocation.
- B. To be with old school friends.
- C. To get a liberal education.
- D. To start making money quickly.
- E. To please parents and/or friends.
- F. To be independent.
- G. Like school.
- H. It is "the thing to do" or "everyone here does this."
- J. Foregone conclusion, never questioned why.
- K. Will enable you to make more money.
- L. Haven't adequate ability to do something else.
- M. Tired of studying; have had enough education.
- N. Only thing you can afford to do.
- P. To help people or prepare for helping people.
- Q. To make friends and helpful connections.
- R. Other. Mark "R" and write reason on line 31-32R on the back of the answer sheet.
- S. Question does not apply; I have no definite plans.

How much information do you have about your first choice of program or occupation indicated above? Mark the one which best applies.

- A. A lot of information; enough to give a talk about it to your class at school.
- B. Some information, but not enough to be able to inform someone else very adequately about it.
- C. A little information, but your knowledge of the occupation is still very sketchy.
- D. Almost no information; hardly any more than the name of the program or occupation.
- E. Have no first choice, am undecided as to future plans.

Where have you obtained the most knowledge about the educational program or occupation of your first choice? Mark the one which best applies.

- A. From talking with people in the occupation you want to enter.
- B. From visits made to the training institution that you expect to attend and/or visits made to places of employment.
- C. From career talks given at your school.
- D. From a course in occupations taken at school.
- E. From parents or others in your family and/or from relatives.
- F. From talking with the guidance counsellor at school.
- G. From talking with your teachers or principal.
- H. From pamphlets and articles about the occupation or educational program.
- J. Other, or question does not apply. Mark "J" and write answer on line 34J on the back of the answer sheet.

How often have you looked up information, e.g., entrance requirements for various training programs, in your school's occupational library, file, or occupational corner since entering high school?

- A. No such informational materials are available in the school, or you are not aware that they are available.
- B. Informational materials are available but you have not consulted them.
- C. 1 - 3 times.
- D. 4 - 6 times.
- E. 7 - 15 times.
- F. more than 15 times.

How would you go about getting information on particular occupations you feel might interest you? Mark the one you would most likely do first.

- A. Look up information in your occupational library or file at school.
- B. Ask a guidance counsellor for information.
- C. Ask a teacher or principal to help you get information.
- D. Ask friends to see if they know anything about the occupation.

- E. Ask your parents for help.
- F. Write away for information.
- G. Other. Mark "G" and explain on line 36G on the back of the answer sheet.
- H. Don't know what you would do to get the information.

What one person has had the most influence on your occupational choice?

- A. Father
- B. Mother
- C. Brother or sister
- D. Teacher
- E. Guidance counsellor at school.
- F. Principal at school
- G. A personal friend
- H. Someone else, e.g. doctor, minister, priest. Mark "H" and indicate on line 37H on the back of the answer sheet.
- J. No one.

Most of your friends

- A. Are also attending high school.
- B. Have graduated from high school.
- C. Have left school before graduation.
- D. Other. Mark "D" and write in answer on line 38D on the back of the answer sheet.

7. Would your choice of an ideal job for you be one which: (Mark the one that best applies to you.)

- A. Allowed a great amount of inter-action with other people?
- B. Would require working with a small group?
- C. Would allow you to work closely with one other person?
- D. Would allow you to work by yourself?

8. Regarding responsibility in your job, would you: (Mark the one which best applies to you.)

- A. Like to have a good deal of responsibility?
- B. Like to have some responsibility, but still have someone responsible over you?
- C. Prefer a minimum of responsibility?
- D. Rather not have any responsibility?

9. The following are some things that people look for when selecting a job. Mark the one thing which would be most important to you in your choice of a job opposite 41 on the answer sheet. Mark the one thing which would be least important to you in your choice of a job opposite 42 on the answer sheet.

- A. Freedom to make your own decisions
- B. Job security
- C. Importance of work
- D. Working conditions
- E. Good supervisor
- F. Good fellow workers
- G. Opportunity for promotion
- H. Opportunity of helping others
- J. Starting salary
- K. Future salary
- L. Good fringe benefits (pension, medical plan, etc.)
- M. Other. Mark "M" and write in answer on line 41-42M on the back of the answer sheet.

10. Below is a list of leisure time activities. Mark the one activity most important to you opposite 43 on the answer sheet. If you have a second important activity, mark it opposite 44 on the answer sheet.

- A. Drawing, painting, sculpturing, or decorating.
- B. Collecting stamps, coins, rocks, insects, etc.
- C. Building model airplanes, ships, trains, cars, etc.
- D. Photography (do not include taking occasional snapshots.)
- E. Making jewelry, pottery, or leatherwork.
- F. Making or repairing electrical or electronic equipment.
- G. Cabinet making or woodworking.
- H. Metal working.
- J. Hot rodding, mechanical and auto repair.
- K. Raising or caring for animals.
- L. Athletics or sports.
- M. Hunting or fishing.
- N. Gardening, raising flowers or vegetables.
- P. Watching television, movies.
- Q. Church work.
- R. Service and welfare work (lodges, boy scouts, etc.)
- S. 4-H Club work.
- T. Music—playing instruments or singing.
- U. Music—listening, records, stereo, etc.
- V. Dating or dancing.
- W. School or political clubs.
- X. Reading.
- Y. Knitting, crocheting and embroidery.
- Z. Camping.
- AA. Other. Mark "AA" and write name of activity or activities on line 43-44AA on the back of the answer sheet.

11. With respect to marks in your high school this year, how would you classify yourself compared to all students in your grade? Mark the one which best applies.

- A. Honours.
- B. Somewhat above average.
- C. About average.
- D. Somewhat below average.
- E. Very much below average.

12. If you were doing the very best you could, where do you think you would stand in your grade?

- A. Honours.
- B. Somewhat above average.
- C. About average.
- D. Somewhat below average.
- E. Very much below average.

13. On the average, how many hours a week do you spend in homestudy on your school subjects?

- A. Less than one hour.
- B. One to five hours.
- C. Five to ten hours.
- D. Ten to fifteen hours.
- E. Fifteen to twenty-five hours.
- F. More than twenty-five hours.

14. Concerning your further education, your teachers at school generally have:

- A. Strongly encouraged you to continue.
- B. Given you some encouragement to continue.
- C. Encouraged you to work after graduating from high school.
- D. Encouraged you to quit high school and work.
- E. Never said much about it.
- F. Never talked to you about further education.

15. Concerning your further education, your guidance counsellor(s) at school generally have:

- A. Strongly encouraged you to continue.
- B. Given you some encouragement to continue.
- C. Encouraged you to work after graduating from high school.
- D. Encouraged you to quit high school and work.
- E. Never said much about it.
- F. Never talked to you about further education.
- G. There are no guidance counsellors at your school.

50. Concerning your further education, your father has:

- A. Strongly encouraged you to continue.
- B. Given you some encouragement to continue.
- C. Encouraged you to work after graduating from high school.
- D. Encouraged you to quit high school and work.
- E. Never said much about it.
- F. Can't answer this question. Mark "F" and give reason on line 50F on the back of the answer sheet.

51. Concerning your further education, your mother has:

- A. Strongly encouraged you to continue.
- B. Given you some encouragement to continue.
- C. Encouraged you to work after graduating from high school.
- D. Encouraged you to quit high school and work.
- E. Never said much about it.
- F. Can't answer this question. Mark "F" and give reason on line 51F on the back of the answer sheet.

52. Concerning your further education, your brothers and/or sisters have:

- A. Strongly encouraged you to continue.
- B. Given you some encouragement to continue.
- C. Encouraged you to work after graduating from high school.
- D. Encouraged you to quit high school and work.
- E. Never said much about it.
- F. Can't answer this question. Mark "F" and give reason on line 52F on the back of the answer sheet.

53. The number of older brothers and sisters you have is: (Do not include twin).

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six or more

54. The number of younger brother and sisters you have is: (Do not include twin.)

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six or more

55. The number of your brothers and sisters who graduated from high school is:

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six or more

56. The number of your brothers and sisters who left high school before graduating is:

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six or more

57. The number of your brothers and sisters who have attended or are now attending university or junior college is:

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six or more

58. The number of your brothers and sisters who have taken or are now taking technical or trade programs is:

- A. None
- B. One
- C. Two
- D. Three
- E. Four
- F. Five
- G. Six or more

Occupation of father: (Mark the one which applies).

- A. Profession (lawyer, banker, doctor, teacher, minister, dentist, etc.) Mark "A" and state profession on line 59A on the back of the answer sheet.
- B. Owns or manages business (store, gas station or garage, photography or barber shop, insurance agency, hotel or cafe, repair shop, newspaper, etc.) Mark "B" and state business on line 59B on the back of the answer sheet.
- C. Office work (bookkeeper, cashier, postal clerk, etc.)
- D. Sales (insurance, real estate, retail store, etc.)
- E. Owns or manages farm.
- F. Skilled tradesman (carpenter, electrician, machinist, etc.) Mark "F" and state trade on line 59F on the back of the answer sheet.
- G. Unskilled worker (janitor, labourer, etc.)
- H. Other occupation or retired. Mark "H" and write in name of occupation or "retired" on line 59H on the back of the answer sheet.
- J. Can't answer. Mark "J" and give reason on line 59J on the back of the answer sheet.

Education of father: (Mark highest level attained).

- A. Grade nine or less.
- B. Some high school.
- C. Graduated from high school.
- D. Business, technical, or trade training.
- E. Some university work, including teacher training.
- F. Graduated from university.
- G. Holds more than one university degree.
- H. Other, or combination of these. Mark "H" and write in answer on line 60H on the back of the answer sheet.
- J. Can't answer or not sure. Mark "J" and give reason on line 60J on the back of the answer sheet.

Occupation of mother:

- A. Housewife; is not employed outside the home.
- B. Is employed part-time outside the home. Mark "B" and write in nature of part-time employment on line 61B on the back of the answer sheet.
- C. Is employed full-time. Mark "C" and write in nature of employment on line 61C on the back of the answer sheet.
- D. Can't answer. Mark "D" and give reason on line 61D on the back of the answer sheet.

Education of mother: (Mark highest level attained.)

- A. Grade nine or less.
- B. Some high school.
- C. Graduated from high school.
- D. Business, technical or trade training.
- E. Some university work, including teacher training.
- F. Graduated from university.
- G. Holds more than one university degree.
- H. Other, or combination of these. Mark "H" and write in answer on line 62H on the back of the answer sheet.
- J. Can't answer. Mark "J" and give reason on line 62J on the back of the answer sheet.

Which of the following ways best describes how your parents get their income? (Mark the one which best applies.)

- A. Professional fees (as in medicine, dentistry, etc.)
- B. Business profits (including profits from farm).
- C. Fixed salary (Paid on monthly or yearly basis).
- D. Wages (Paid on hourly or daily basis and depending on number of hours worked.)
- E. Income from investments (stocks, bonds, real estate, insurance).
- F. Pensions (Government or other).
- G. Some combination of these. Mark "G" and write in sources on line 63G on the back of the answer sheet.
- H. Can't answer. Mark "H" and give reason on line 63H on the back of the answer sheet.

Where do you live?

- A. On a farm.
- B. In a hamlet or village of less than 500 people.
- C. In a town or city of 500 to 10,000 people.
- D. In a city of 10,000 to 100,000 people.
- E. In a city of over 100,000 people.
- F. Other. Mark "F" and write answer on line 64F on the back of the answer sheet.

APPENDIX B

LETTERS AND QUESTIONNAIRE USED IN THE FOLLOW-UP



GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

REFER TO FILE NO.

ADMINISTRATION BUILDING
10820 - 98 AVENUE
EDMONTON, ALBERTA

In the spring of 1965 you completed a questionnaire at school entitled "Vocational Plans of Alberta Youth". In the questionnaire you were asked to indicate your plans after high school. We are now trying to determine the number of students who were able to carry out their plans this year as well as those unable to do so.

Students from a sample of schools across Alberta have been selected for the follow-up study. You are one of these students and I would very much appreciate your completing the brief questionnaire and returning it in the enclosed envelope as soon as possible. Results of the study are for research purposes only; you will not be personally identified by name anywhere in the results.

Thank you for your cooperation.

VOCATIONAL PLANS OF ALBERTA YOUTH

DEPARTMENT OF EDUCATION

GOVERNMENT OF THE PROVINCE OF ALBERTA

ADMINISTRATION BUILDING

10820 - 98 Avenue

EDMONTON, ALBERTA

NAME (Please print) _____

ADDRESS _____

High School attended 1964-65 _____

Specify your major activity or activities during 1965-66, eg. attended Lethbridge Junior College, employed as a typist, returned to school to complete some subjects, etc. _____

Are these activities consistent with your plans while in Grade XII? _____

_____ (check one)
yes no

If not, why were you unable to carry out your plans, or why did you change your mind? _____



GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

REFER TO FILE NO.

ADMINISTRATION BUILDING
10820 - 98 AVENUE
EDMONTON, ALBERTA

A couple of weeks ago we sent you a brief questionnaire to find out what you have been doing this past year (employed, attended junior college, returned to high school, etc.). To date we haven't received the completed questionnaire. Please complete it and return as soon as possible. We need it to help us determine the extent to which students have been able to follow the plans they indicated while still in high school.

Thank you for your help in the project.

Yours sincerely,

Donald C. Fair, Ph.D.
Project Director
Vocational Plans
of Alberta Youth

P.S. I am enclosing a return envelope and another questionnaire in case you have misplaced the one we sent you previously.

APPENDIX C

SCHOOLS INCLUDED IN THE STUDY

1. Andrew
2. Banff
3. Calgary Crescent Heights
4. Cardston
5. Coaldale Kate Andrew
6. Consort
7. Drayton Valley Frank Maddock
8. Drumheller (Academic and Vocational)
9. Edmonton Ross Sheppard
10. Edmonton Victoria Composite
11. Edmonton Victoria Vocational
12. Edson
13. Fairview
14. Fort MacLeod
15. Fort Saskatchewan
16. Girouxville
17. Glendon
18. Grand Centre
19. Hanna
20. Hinton
21. Hughenden Central High School
22. Innisfree
23. Lac La Biche Dr. Swift High School
24. Lamont
25. Leduc
26. Manning Paul Rowe
27. New Myrnam
28. Okotoks
29. Onoway
30. Oyen South Central High
31. Paradise Valley

- 32. Peace River T. A. Norris
- 33. Pincher Creek Matthew Halton
- 34. Provost
- 35. Red Deer Lindsay Thurber
- 36. Rocky Mountain House
- 37. Rycroft
- 38. Sangudo
- 39. Sedgewick
- 40. Springbank
- 41. Stony Plain Memorial
- 42. Sylvan Lake
- 43. Taber
- 44. Three Hills
- 45. Valleyview Hillside
- 46. Vauxhall
- 47. Vegreville Peter Svarich
- 48. Vermilion J. A. Robson High
- 49. Wainwright
- 50. Westlock
- 51. Youngstown

B29895